


3-4 Years		
Skill Area	What to Expect	What You Can Do...
<i>Self-Care</i>	<ul style="list-style-type: none"> • Dressing – beginning to dress themselves in some areas, can obtain their clothing, fastens Velcro, starting to adjust clothing • Feeding – uses spoon and fork well (starting to scoop), drinks from a cup, finger feeds self well • Toileting – has bladder control, indicates when they need to use toilet, obtains necessary supplies, gets on/off toilet safely, completes toileting sequence with some assistance • Hygiene – spits out toothpaste, tolerates haircut and engages in hand hygiene well. 4 years – prepares toothbrush, obtains and begins to use soap, gets in/out of shower safely • Chores – picks up belongings both independently and when asked • Safety - notifies adult when injured 	<ul style="list-style-type: none"> • Encourage play of various toys/activities that involve the various senses – e.g. playing with water, sand, rice, painting, music • Encourage using a pencil/crayon – e.g. craft activities, colouring books • Talk with your child about emotions when they experience them in a positive way
<i>Play/Social Skills</i>	<ul style="list-style-type: none"> • Start to show and verbalise a wider range of emotions – e.g. guilt, remorse • Interested in pretend play • May confuse real and make believe • Playing with other kids becomes easier • May share toys, with some protesting • May prefer to play with same sex playmates/toys • More demanding of adult attention • Enjoys playing with a variety of sensory stimulating objects – e.g. sand and water • Can follow increasing amount of instructions/directions 	<ul style="list-style-type: none"> • Discuss with your child about using of resources and the importance of sharing • Encourage turn taking during play activities using simple language – e.g. ‘Your turn, my turn’
<i>Handwriting/ Drawing</i>	<ul style="list-style-type: none"> • Begins to hold pencil with 4 fingers • Beginning to draw or scribble in circles and lines <p>By 4 Years:</p> <ul style="list-style-type: none"> • Can begin to copy pre-writing strokes (+ o x / -) • Can colour picture within the lines • Can copy and trace pre-writing strokes • Begins to draw person but with no body 	<ul style="list-style-type: none"> • Encourage role playing activities during play and use of household plays to develop their functional and symbolic play skills • Show enthusiasm and provide support when they are engaging in their physical play and gross motor activities • Encourage safety



<p><i>Fine Motor Skills (hands/fingers)</i></p>	<ul style="list-style-type: none"> • Able to complete simple lacing and stringing of smaller beads • Able to cut more complex shapes – e.g. along a line and big circles • Can touch the tip of their finger to their thumb in co-ordinated way • Can complete puzzles of 4-5 pieces • Can sort objects by colour/size/shape • Can build blocks/objects – approx. five to seven pieces • Uses a dominant hand 	<ul style="list-style-type: none"> • If you can see they are swapping hands but use one more frequently, encourage the use of this hand to assist in developing hand dominance <p><i>Roll, K. & Roll, W. (2013). The REAL: Roll Evaluation of Activities of Life. Aus. Govt. (2015). Developmental milestones and the EYLF/NQS.</i></p>
<p><i>Gross Motor Skills (legs/arms)</i></p>	<ul style="list-style-type: none"> • Able to start catching ball with body or on a bounce • Attempts to balance on one foot • Jumps from low step or over low objects • Beginning to climb stairs one at a time • Can squat and rise with an object, without using hands • Transports items (e.g. can walk while holding toy) <div data-bbox="480 1088 1038 1458" data-label="Image"> <p>An illustration of three children standing in a row, holding a yellow jump rope. On the left is a boy with brown hair wearing a red shirt and blue pants. In the middle is a girl with dark skin and black hair in a bun, wearing a pink shirt and blue pants. On the right is a girl with light skin and brown hair wearing a purple shirt and light blue pants. They are all smiling and holding the handles of the jump rope.</p> </div>	

